



The New York State Report Card

Comprehensive Information Report 2009–10

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2009–10	227,616	90%	83%	35%	200,443	93%	87%	39%	28,678	69%	54%	7%
	2008–09	220,355	89%	82%	33%	195,540	92%	86%	37%	24,815	68%	52%	5%
	2007–08	221,860	90%	81%	33%	196,814	93%	85%	37%	25,046	69%	52%	5%
Mathematics B	2009–10	39,309	75%	61%	16%	37,990	76%	62%	17%	1,568	64%	47%	6%
	2008–09	111,025	79%	68%	23%	108,356	79%	68%	23%	2,669	65%	52%	9%
	2007–08	109,127	81%	70%	26%	106,590	81%	71%	26%	2,537	67%	53%	10%
Integrated Algebra	2009–10	275,747	85%	72%	15%	237,675	88%	77%	17%	40,356	65%	46%	2%
	2008–09	249,997	84%	72%	15%	218,925	87%	76%	16%	31,072	61%	42%	2%
	2007–08	151,260	85%	75%	18%	136,302	88%	78%	20%	14,958	62%	44%	3%
Geometry	2009–10	161,494	86%	73%	20%	152,435	87%	75%	21%	10,232	67%	48%	5%
	2008–09	113,698	85%	73%	25%	107,736	86%	75%	26%	5,962	59%	43%	6%
	2007–08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Trigonometry	2009–10	84,947	75%	65%	27%	82,764	76%	65%	27%	2,626	59%	45%	11%
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2007–08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2009–10	245,336	81%	70%	29%	213,184	84%	74%	33%	33,949	60%	42%	8%
	2008–09	246,377	82%	70%	30%	215,465	85%	74%	33%	30,912	60%	42%	8%
	2007–08	253,116	80%	67%	28%	221,322	83%	71%	31%	31,794	56%	39%	7%
U.S. History and Government	2009–10	217,189	90%	83%	44%	192,283	92%	86%	48%	26,351	74%	60%	17%
	2008–09	214,653	88%	80%	43%	190,388	91%	84%	47%	24,265	69%	54%	14%
	2007–08	211,171	91%	83%	47%	188,069	93%	85%	50%	23,102	75%	60%	18%
Living Environment	2009–10	237,522	88%	78%	31%	207,829	91%	82%	34%	31,555	72%	54%	8%
	2008–09	241,842	90%	80%	29%	212,950	92%	83%	32%	28,892	74%	56%	8%
	2007–08	232,125	87%	75%	26%	205,027	89%	78%	29%	27,098	70%	52%	6%
Physical Setting/Earth Science	2009–10	165,230	85%	74%	31%	148,037	87%	77%	33%	18,561	68%	51%	10%
	2008–09	169,920	84%	72%	30%	152,542	86%	75%	32%	17,378	65%	46%	9%
	2007–08	164,517	82%	70%	27%	148,217	84%	73%	29%	16,300	62%	44%	8%
Physical Setting/Chemistry	2009–10	108,749	90%	73%	15%	105,952	90%	73%	16%	3,437	79%	58%	6%
	2008–09	109,859	89%	74%	18%	107,083	90%	74%	18%	2,776	75%	56%	7%
	2007–08	109,414	90%	73%	15%	106,579	91%	73%	15%	2,835	77%	53%	5%
Physical Setting/Physics	2009–10	48,772	90%	82%	33%	48,092	91%	82%	33%	866	79%	68%	22%
	2008–09	47,932	87%	77%	28%	47,297	87%	77%	29%	635	78%	66%	17%
	2007–08	46,906	89%	78%	31%	46,252	89%	78%	32%	654	79%	62%	20%

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Regents Exams in Languages Other Than English

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive French	2009–10	17,298	98%	95%	54%	17,056	98%	95%	55%	297	91%	85%	24%
	2008–09	17,076	99%	97%	65%	16,832	99%	97%	65%	244	96%	91%	36%
	2007–08	17,472	99%	97%	62%	17,205	99%	97%	62%	267	94%	88%	30%
Comprehensive German	2009–10	1,806	99%	97%	65%	1,763	99%	97%	66%	56	96%	88%	39%
	2008–09	2,076	97%	92%	57%	2,018	97%	93%	58%	58	88%	76%	22%
	2007–08	1,771	99%	97%	60%	1,717	99%	97%	60%	54	98%	94%	39%
Comprehensive Hebrew	2009–10	151	99%	99%	83%	141	99%	99%	86%	12	100%	100%	50%
	2008–09	149	99%	99%	79%	135	99%	99%	79%	14	100%	100%	86%
	2007–08	176	100%	99%	73%	167	100%	99%	72%	9	100%	100%	78%
Comprehensive Italian	2009–10	8,686	99%	98%	67%	8,438	99%	98%	67%	298	98%	93%	44%
	2008–09	8,250	99%	98%	59%	8,075	99%	98%	60%	175	98%	91%	36%
	2007–08	7,884	99%	98%	60%	7,721	99%	98%	61%	163	99%	92%	40%
Comprehensive Latin	2009–10	2,233	99%	97%	61%	2,186	99%	97%	61%	58	100%	90%	34%
	2008–09	2,223	99%	98%	74%	2,195	99%	98%	74%	28	96%	96%	39%
	2007–08	2,185	99%	97%	67%	2,142	99%	98%	68%	43	93%	86%	26%
Comprehensive Spanish	2009–10	86,972	98%	95%	60%	84,147	98%	95%	60%	3,306	94%	88%	42%
	2008–09	86,780	98%	96%	66%	84,016	98%	97%	67%	2,764	95%	90%	45%
	2007–08	83,646	98%	95%	62%	81,202	98%	96%	63%	2,444	93%	87%	43%

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Regents Competency Tests

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
Mathematics	2009–10	17,220	41%	471	59%	16,804	41%
	2008–09	20,794	50%	681	64%	20,113	50%
	2007–08	18,454	41%	656	57%	17,798	40%
Science	2009–10	15,583	37%	439	54%	15,199	37%
	2008–09	14,925	38%	543	54%	14,382	37%
	2007–08	16,914	42%	661	60%	16,253	41%
Reading	2009–10	11,837	51%	413	70%	11,473	51%
	2008–09	12,360	47%	436	66%	11,924	46%
	2007–08	12,453	51%	549	67%	11,904	50%
Writing	2009–10	9,168	78%	335	88%	8,878	78%
	2008–09	9,012	75%	342	82%	8,670	74%
	2007–08	9,330	72%	373	82%	8,957	72%
Global Studies	2009–10	15,181	31%	794	42%	14,490	31%
	2008–09	16,039	32%	845	39%	15,194	31%
	2007–08	13,818	29%	805	41%	13,013	29%
U.S. History and Government	2009–10	8,663	37%	613	55%	8,107	36%
	2008–09	7,503	34%	400	45%	7,103	33%
	2007–08	7,795	35%	549	44%	7,246	35%

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Second Language Proficiency Examinations

Second Language Proficiency Examinations

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
French	2009–10	18,242	93%	17,358	94%	1,024	77%
	2008–09	20,058	92%	19,210	93%	848	72%
	2007–08	17,038	93%	16,234	94%	804	75%
German	2009–10	1,886	96%	1,765	96%	139	84%
	2008–09	1,746	93%	1,658	94%	88	78%
	2007–08	1,718	95%	1,631	96%	87	74%
Italian	2009–10	8,714	96%	8,270	96%	515	87%
	2008–09	9,278	94%	8,864	95%	414	81%
	2007–08	8,136	94%	7,734	95%	402	82%
Latin	2009–10	1,745	96%	1,665	96%	90	86%
	2008–09	1,837	89%	1,756	90%	81	73%
	2007–08	1,525	92%	1,454	93%	71	79%
Spanish	2009–10	75,990	93%	70,059	94%	6,693	78%
	2008–09	93,913	91%	87,958	92%	5,955	70%
	2007–08	72,785	92%	67,749	93%	5,036	75%

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English as a Second Language Achievement Test

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2009–10	51,069	5%	19%	40%	36%	43,948	5%	17%	40%	38%	7,121	6%	30%	42%	22%
	2008–09	50,221	5%	19%	42%	34%	43,529	5%	17%	42%	36%	6,692	6%	30%	44%	19%
	2007–08	50,311	4%	20%	44%	32%	43,434	4%	18%	44%	34%	6,877	5%	31%	45%	19%
Reading and Writing (Grades K–1)	2009–10	51,068	30%	32%	14%	24%	43,954	27%	32%	15%	26%	7,114	47%	29%	11%	13%
	2008–09	50,184	31%	28%	19%	21%	43,512	29%	28%	20%	23%	6,672	48%	28%	14%	10%
	2007–08	50,291	29%	33%	21%	18%	43,417	26%	33%	22%	19%	6,874	47%	32%	13%	8%
Listening and Speaking (Grades 2–4)	2009–10	62,148	4%	6%	29%	61%	49,078	5%	6%	25%	64%	13,070	2%	7%	42%	50%
	2008–09	60,069	3%	6%	33%	58%	47,527	3%	6%	30%	61%	12,542	1%	8%	46%	45%
	2007–08	59,495	3%	6%	39%	52%	47,165	3%	6%	35%	56%	12,330	2%	8%	51%	39%
Reading and Writing (Grades 2–4)	2009–10	62,143	14%	29%	38%	20%	49,075	11%	26%	40%	23%	13,068	21%	41%	29%	8%
	2008–09	60,033	13%	29%	41%	17%	47,511	10%	26%	43%	20%	12,522	23%	40%	30%	7%
	2007–08	59,483	14%	28%	38%	20%	47,162	11%	25%	41%	23%	12,321	25%	37%	30%	8%
Listening and Speaking (Grades 5–6)	2009–10	28,906	8%	11%	37%	43%	21,038	10%	12%	33%	44%	7,868	3%	8%	48%	41%
	2008–09	27,307	6%	10%	43%	41%	19,874	8%	11%	39%	43%	7,433	3%	7%	52%	38%
	2007–08	26,254	7%	12%	44%	37%	19,479	9%	12%	41%	39%	6,775	3%	11%	53%	33%
Reading and Writing (Grades 5–6)	2009–10	28,900	14%	23%	40%	23%	21,037	14%	20%	39%	27%	7,863	14%	32%	42%	12%
	2008–09	27,295	14%	22%	37%	28%	19,872	14%	18%	36%	32%	7,423	15%	31%	39%	15%
	2007–08	26,252	16%	21%	39%	24%	19,479	15%	18%	39%	28%	6,773	20%	29%	40%	11%
Listening and Speaking (Grades 7–8)	2009–10	25,632	8%	16%	26%	50%	19,578	9%	18%	24%	48%	6,054	3%	7%	32%	58%
	2008–09	24,143	7%	15%	30%	49%	18,739	8%	17%	28%	48%	5,404	3%	9%	37%	51%
	2007–08	23,126	7%	16%	32%	44%	18,513	8%	18%	30%	44%	4,613	3%	11%	42%	43%
Reading and Writing (Grades 7–8)	2009–10	25,641	25%	34%	25%	16%	19,580	26%	31%	25%	18%	6,061	23%	45%	24%	9%
	2008–09	24,128	23%	34%	24%	19%	18,736	23%	31%	24%	22%	5,392	22%	44%	23%	11%
	2007–08	23,122	26%	34%	27%	14%	18,513	25%	32%	28%	16%	4,609	29%	44%	22%	5%
Listening and Speaking (Grades 9–12)	2009–10	43,287	10%	28%	22%	41%	37,452	10%	29%	21%	40%	5,835	10%	20%	23%	48%
	2008–09	40,800	10%	27%	24%	39%	36,080	10%	28%	24%	38%	4,720	8%	20%	26%	46%
	2007–08	38,553	11%	29%	22%	38%	34,640	11%	29%	22%	38%	3,913	10%	22%	24%	43%
Reading and Writing (Grades 9–12)	2009–10	43,293	15%	48%	23%	14%	37,455	13%	48%	23%	16%	5,838	26%	48%	18%	8%
	2008–09	40,775	15%	47%	23%	15%	36,071	15%	46%	23%	16%	4,704	22%	49%	19%	10%
	2007–08	38,541	12%	48%	25%	14%	34,631	11%	48%	26%	15%	3,910	22%	51%	21%	7%

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National Assessment of Educational Progress

Statewide 2008–09 Results on the National Assessment of Educational Progress (NAEP)

		% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	All Students	29%	35%	27%	9%
	American Indian or Alaska Native	*	*	*	*
	Black or African American	47%	34%	16%	3%
	Hispanic or Latino	44%	34%	19%	4%
	Asian or Native Hawaiian/Other	17%	31%	35%	17%
	Pacific Islander				
	White	19%	36%	34%	11%
	Multiracial	N/A	N/A	N/A	N/A
	Students with Disabilities	62%	26%	10%	2%
	Limited English Proficient	71%	24%	5%	**
	Economically Disadvantaged	41%	35%	20%	4%
Grade 8 Reading	All Students	25%	41%	30%	3%
	American Indian or Alaska Native	*	*	*	*
	Black or African American	44%	42%	13%	**
	Hispanic or Latino	42%	43%	15%	**
	Asian or Native Hawaiian/Other	17%	33%	41%	8%
	Pacific Islander				
	White	15%	41%	40%	4%
	Multiracial	N/A	N/A	N/A	N/A
	Students with Disabilities	61%	31%	8%	1%
	Limited English Proficient	80%	18%	2%	**
	Economically Disadvantaged	38%	42%	18%	1%
Grade 4 Mathematics	All Students	17%	43%	35%	5%
	American Indian or Alaska Native	*	*	*	*
	Black or African American	33%	49%	17%	1%
	Hispanic or Latino	25%	50%	23%	2%
	Asian or Native Hawaiian/Other	8%	25%	52%	16%
	Pacific Islander				
	White	9%	42%	43%	7%
	Multiracial	N/A	N/A	N/A	N/A
	Students with Disabilities	40%	47%	12%	1%
	Limited English Proficient	43%	43%	13%	0%
	Economically Disadvantaged	25%	47%	25%	3%
Grade 8 Mathematics	All Students	27%	39%	26%	8%
	American Indian or Alaska Native	*	*	*	*
	Black or African American	49%	39%	12%	1%
	Hispanic or Latino	48%	37%	13%	2%
	Asian or Native Hawaiian/Other	10%	26%	37%	26%
	Pacific Islander				
	White	14%	42%	34%	10%
	Multiracial	N/A	N/A	N/A	N/A
	Students with Disabilities	57%	33%	9%	1%
	Limited English Proficient	80%	16%	3%	1%
	Economically Disadvantaged	40%	38%	17%	4%

Statewide 2008–09 NAEP Participation Rates for LEP Students and Students with Disabilities

Participation Rate

Grade 4 Reading	
Limited English Proficient	78%
Students with Disabilities	69%
Grade 8 Reading	
Limited English Proficient	53%
Students with Disabilities	61%
Grade 4 Mathematics	
Limited English Proficient	90%
Students with Disabilities	88%
Grade 8 Mathematics	
Limited English Proficient	80%
Students with Disabilities	82%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

Other Assessments

Elementary/Middle-Level Social Studies 2009–10

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	197,463	8%	6%	50%	36%	165,758	4%	5%	50%	41%	31,705	24%	14%	53%	9%
Middle Level	201,684	13%	17%	43%	26%	171,066	10%	14%	45%	30%	30,618	31%	34%	31%	5%

2006 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55–64	65–84	85–100		55–64	65–84	85–100		55–64	65–84	85–100
Global History and Geography	224,696	6%	42%	31%	192,010	6%	45%	35%	32,686	11%	28%	5%
U.S. History and Government	224,696	4%	35%	40%	192,010	3%	36%	46%	32,686	9%	28%	9%
Science	224,696	6%	49%	29%	192,010	5%	51%	33%	32,686	11%	35%	5%

New York State Alternate Assessments (NYSAA) 2009–10

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
Elementary Level					
Social Studies	2,597	215	232	405	1745
Middle Level					
Social Studies	2,585	218	101	594	1672
Secondary Level					
English Language Arts	2,875	123	155	471	2126
Mathematics	2,873	35	312	857	1669
Social Studies	2,862	214	156	616	1876
Science	2,869	69	212	461	2127

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The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

High School Information

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2009–10	183,578		166,281		17,297	
	2008–09	180,154		164,147		16,007	
	2007–08	174,443		159,239		15,204	
Receiving a Regents Diploma	2009–10	152,536	83%	144,267	87%	8,269	48%
	2008–09	146,114	81%	138,406	84%	7,708	48%
	2007–08	139,276	80%	132,276	83%	7,000	46%
Receiving a Regents Diploma with Advanced Designation	2009–10	69,998	38%	68,967	41%	1,031	6%
	2008–09	68,159	38%	67,156	41%	1,003	6%
	2007–08	68,971	40%	67,946	43%	1,025	7%
Receiving an Individualized Education Program (IEP) Diploma	2009–10	5,600	N/A	N/A	N/A	5,566	N/A
	2008–09	5,842	N/A	N/A	N/A	5,796	N/A
	2007–08	6,156	N/A	N/A	N/A	6,097	N/A

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2009–10	29,409	2.7%	21,805	2.4%	7,604	4.3%
	2008–09	30,081	2.7%	22,599	2.4%	7,482	4.2%
	2007–08	32,602	2.9%	24,475	2.6%	8,127	4.5%
Entered Approved High School Equivalency Preparation Program	2009–10	6,807	0.6%	4,883	0.5%	1,924	1.1%
	2008–09	7,370	0.7%	5,643	0.6%	1,727	1.0%
	2007–08	5,578	0.5%	3,817	0.4%	1,761	1.0%
Total Noncompleters	2009–10	36,216	3.3%	26,688	2.9%	9,528	5.4%
	2008–09	37,451	3.4%	28,242	3.0%	9,209	5.2%
	2007–08	38,180	3.4%	28,292	3.0%	9,888	5.5%

Post-secondary Plans of 2009–10 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	88,224	47%	84,928	51%	3,296	14%
To 2-year College	61,685	33%	53,330	32%	8,355	37%
To Other Post-secondary	3,080	2%	1,924	1%	1,156	5%
To the Military	3,078	2%	2,633	2%	445	2%
To Employment	10,988	6%	7,396	4%	3,592	16%
To Adult Services	1,027	1%	48	0%	979	4%
To Other Known Plans	1,503	1%	933	1%	570	2%
Plan Unknown	19,593	10%	15,123	9%	4,470	20%

More Information

Career and Technical Education Programs (CTE Programs)

	Statewide Average
All CTE Programs	
Completed the CTE Program	
Completed and Passed Regents Exams	76%
Completed and had Course Average of 75% or more	
Completed and Attained a HS Diploma or Equivalent	78%
Completed and Whose Status is Known	
Completed and Were Successfully Placed	
Nontraditional Programs	
Enrolled Members, Regardless of Gender, in 2009–10	
Enrolled Members of Historically Underrepresented Gender in 2009–10	49%
Completers, Regardless of Gender, as of June 2009	
Completers of Historically Underrepresented Gender as of June 2009	48%

Enrollment data are for the 2009–10 school year; completer data are as of June 2009.